

General Certificate of Secondary Education
Health and Social Care
Unit A914: Safeguarding and Protecting
Individuals in Settings
Specimen Paper

A914

Time: 1 hour 30 minutes

Candidates answer on the question paper.

Additional materials: None

Candidate
Forename

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Candidate
Surname

--	--	--	--	--	--	--	--	--	--

Centre
Number

--	--	--	--	--	--	--	--	--	--

Candidate
Number

--	--	--	--	--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.

FOR EXAMINER'S USE

1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8			
TOTAL			

SPECIMEN

Answer **all** questions.

- 1 Identify **two** types of service user who are likely to feel at risk if they are left to look after themselves.

1

.....

2

..... [2]

- 2 Give **one** effect on a service user of being shouted at regularly.

.....

..... [1]

- 3 Describe **one** way in which the government green paper, Every Child Matters, could help children to achieve their full potential.

.....

.....

.....

..... [2]

- 4 Describe **one** way that providing staff training could help to reduce risks to individuals living in a residential home.

.....

.....

.....

..... [2]

- 5 Identify **two** procedures which could help to prevent the spread of infection.

1

.....

2

..... [2]

- 6 Name **one** disease that must be reported under The Reporting of Injuries, Diseases and Dangerous Occurrences Act (RIDDOR) 1995.

.....

..... [1]

7 Explain why written records of accidents are kept in care settings.

[5]

8 Identify **one** safety feature that could prevent young children leaving a nursery.

[1]

9 Describe **two** checks that should be made by a first aider before beginning first aid.

1

.....

.....

.....

2

.....

.....

.....

[4]

10 Describe **two** actions to take when providing first aid treatment for a burn.

1

.....

.....

.....

2

.....

.....

.....

[4]

11 Identify **two** pieces of information that should be given when calling the emergency services.

- 1
- 2 [2]

12 Identify **one** action that should be taken when a fire breaks out. Describe why that action would be necessary.

Action.....

Why necessary

..... [2]

13 Describe **one** security measure that could be put in place in a nursing home.

.....

.....

..... [2]

14 Identify each sign below.



A



B



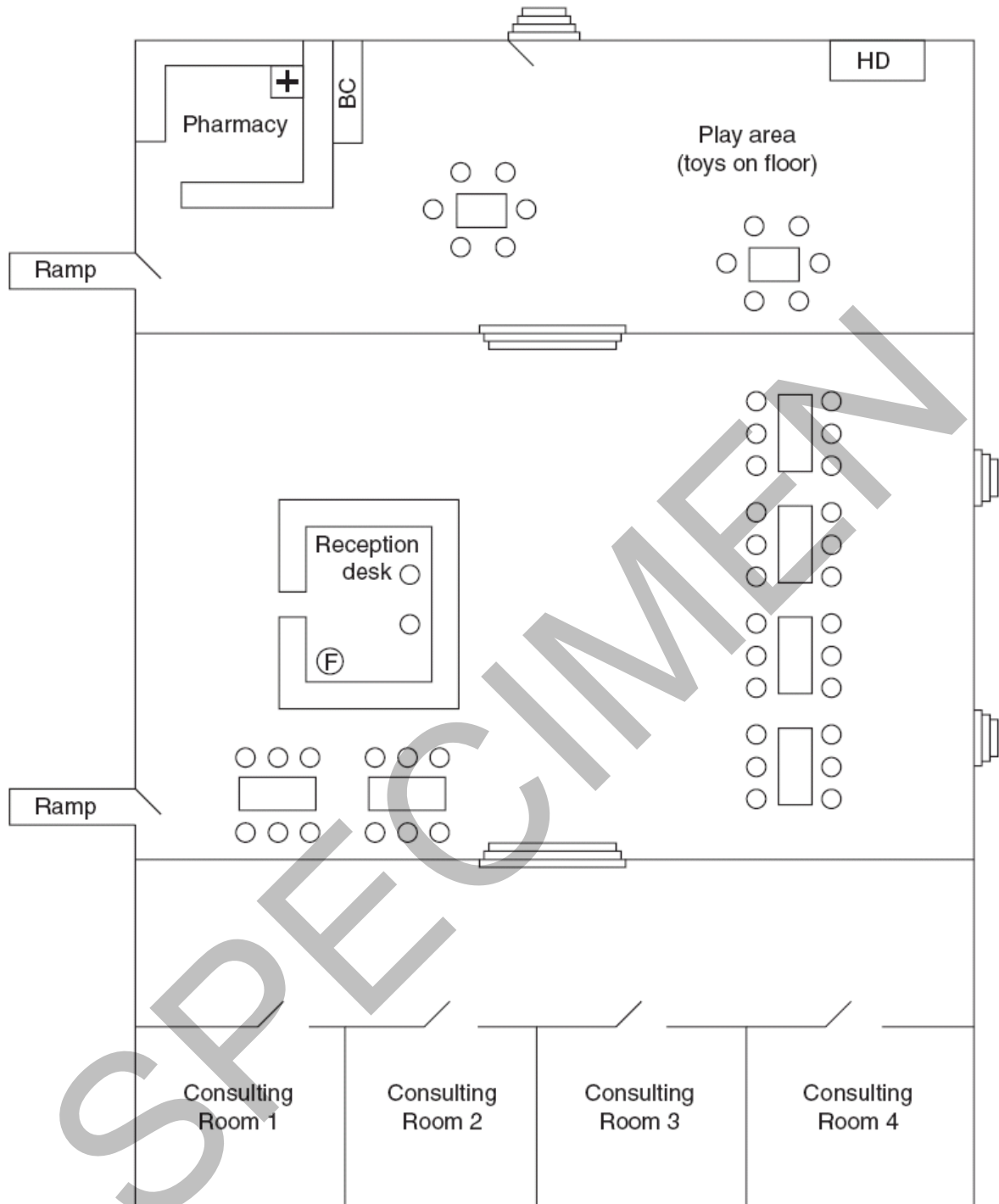
C

A

B

C [3]

Plan of Hospital Outpatients Department



BC – bookcase

HD – hot drinks machine

○ – chair

□ – table

– stairs

– door

+ – First Aid box

Ⓕ – fire extinguisher

15 Carry out a risk assessment for the hospital outpatients department.

You need to

- look for hazards
- think about who may be harmed
- consider the risks – are current precautions adequate?

[7]

Paper Total [40]

SPECIMEN

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Unit A914: Safeguarding and Protecting Individuals in
Settings

Specimen Mark Scheme

The maximum mark for this paper is [60].

SPECIMEN

Question Number	Answer	Mark	Total
1	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • older person/elderly/older adult/late adulthood/ grandparent • children/child • infant/baby 	2x1	[2]
2	<p>One mark for ONE from</p> <ul style="list-style-type: none"> • they could become withdrawn • they could lack confidence • they could become a bully • they could cry a lot • they may not feel valued • they may have a low self-esteem <p><i>Accept any other valid response.</i></p>	1x1	[1]
3	<p>Two marks for full description One mark for description lacking detail ONE required from</p> <ul style="list-style-type: none"> • 'joined up services' could provide an holistic approach/ prevent disruption • greater involvement of parent/child/care workers could enable greater participation • on-site services could prevent disruption to learning • instant access to health/social services could mean speedier treatment and return to health • individualised care is the emphasis/individual learning plans to set targets/achieve targets • increased awareness of healthy eating could help stimulate the mind 	1x2 (1x1)	[2]
4	<p>Two marks for full description One mark for description lacking detail ONE required from</p> <ul style="list-style-type: none"> • make staff more aware of the legal requirements • staff would know about health and safety procedures • staff would have the opportunity to share ideas/opinions with others • staff would know who was in charge about health and safety/who to approach • staff would know how to fill in the accident report form • staff would know which forms they needed to complete • staff would know where the health and safety policy was kept • staff would be up to date with occupational standards/ procedures/ways of correctly carrying out tasks <p><i>Accept any other valid response.</i></p>	1x2 (1x1)	[2]

Question Number	Answer	Mark	Total
5	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • wear apron/wear gloves/wear mask/put on overshoes/wear protective clothing • tie hair back • do not wear jewellery • wash hands after dealing with each service user • keep infected people in isolation • make sure infected service users have their own plates, cutlery/towels etc • having good oral/face hygiene • keep the environment clean/sterilised • mop up spills immediately • dispose of waste correctly <p><i>Accept any other valid response.</i></p>	2x1	[2]
6	<p>One mark for each, ONE required from</p> <ul style="list-style-type: none"> • malaria • measles • plague • rabies • rubella • salmonella • sexually transmitted disease • smallpox • tetanus • tuberculosis • typhoid and paratyphoid • typhus <p><i>Accept any other valid response.</i></p>	1x1	[1]

Question Number	Answer	Mark	Total
7	<p>Level 3 – 5 marks For a detailed explanation giving reasons – clear links made to the needs of individuals in care settings, to include workers and service users. Understanding is evident.</p> <p>Level 2 – 3-4 marks For a sound explanation – some understanding of the needs of individuals in care settings.</p> <p>Level 1 – 0-2 marks For a limited explanation – little understanding of the needs of individuals in care settings.</p> <ul style="list-style-type: none"> • to keep staff/service users informed • so that referral can be made to them if the condition requires treatment • so that treatment can be given if other symptom result due to the accident • it is a legal requirement • in case a service user decides to sue • protects workers should there be a dispute • for health and social care professional networking if further information is needed • to provide an holistic report on the client when 'looking back' at their health record/if they should die soon after the accident/emergency 		[5]
8	<p>One mark for each, ONE required from</p> <ul style="list-style-type: none"> • safety gates/barriers • locks on windows/doors • staff • fencing <p><i>Accept any other valid response.</i></p>	1x1	[1]
9	<p>Two marks for full description One mark for description lacking detail TWO required from</p> <ul style="list-style-type: none"> • make sure they themselves are not in danger • make sure there are no other dangers to the casualty • make the area as safe as possible • block traffic if necessary • look out for dangerous chemicals/unsafe structures • assess the situation • listen to the casualty if they are talking • obtain professional help • look for signs and symptoms <p><i>Accept any other valid response.</i></p>	2x2 (2x1)	[4]

Question Number	Answer	Mark	Total
10	<p>Two marks for full description One mark for description lacking detail TWO required from</p> <ul style="list-style-type: none"> • run under running cold water • leave under running cold water for 10 mins • treat for shock if necessary • check a b c if necessary • obtain medical help • cover the area with a sterile dressing • check for any other injuries <p><i>Accept any other valid response.</i></p>	2x2 (2x1)	[2]
11	<p>One mark for each, TWO required from</p> <ul style="list-style-type: none"> • state which service(s) required • location/address • phone number • name • number of casualties • age of casualties • sex of casualties • what has happened • nature of injuries • any first aid treatment already given • any special equipment required eg for mother in labour • conscious or not conscious <p><i>Accept any other valid response.</i></p>	2x1	[2]
12	<p>One mark for action Two marks for full description, ONE required One mark for description lacking detail</p> <ul style="list-style-type: none"> • sound the alarm – to alert everybody to risk • evacuate all residents – to prevent injury/loss of life • call the fire brigade/emergency service – to bring assistance • close doors and windows – to reduce risk of fire spreading • meet in assembly place/call a register of attendance – to account for all/identify missing persons • turn off electrical appliances – to reduce risk of explosions/fire spreading • do not use lifts – as the electric/hydraulic system cannot be relied upon in an emergency situation <p><i>Note: descriptions not exhaustive and can be interchangeable Accept any other valid response.</i></p>	1x1 1x2 (1x1)	[3]

Question Number	Answer	Mark	Total
13	<p>Two marks for full description One mark for description lacking detail ONE required</p> <ul style="list-style-type: none"> • a sign in/out book to monitor movement of visitors/ workers • working alarm systems to alert staff to intruders • CCTV systems to monitor movement of people • tagging systems which alert workers when residents leave • alarm systems which draw attention to intruders <p><i>Accept any other valid response.</i></p>	1x2 (1x1)	[2]
14	<p>One mark for each, THREE:</p> <p>A No Entry B Toxic (accept <i>Poison</i>) C Fire Exit</p>	3x1	[3]
Paper Total			40

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		2		2
2	1			1
3			2	2
4		2		2
5	2			2
6	1			1
7		2	3	5
8	1			1
9		4		4
10		4		2
11	1		1	2
12	1		1	3
13		2		2
14	3			3
15		4	3	7
Totals	10	20	10	40